

ABSTRACT

This bachelor's thesis deals with the issue of the risk of specific learning disabilities based on the partial function deficits in preschool children with communication disorders. The bachelor thesis consists of two parts, theoretical and practical. The theoretical part describes the terminology closely related to communication disorders. In addition, the thesis defines and clarifies the terminology of specific learning disabilities, their subdivisions as well as describes the deficits of the partial function deficits, which are related to them. In the practical part, the course of the research investigation is described, and the analysis of the results is also carried out. The qualitative research was conducted in a preschool institute, and with the consent of the legal guardians of the participating children, individual anamneses of each children were taken. Subsequently, the diagnostic method of B. Sindelar, its evaluation and comparison with other individuals was carried out. The thesis also attempts to compare with the results published in the available literature on a similar topic. It concludes by offering early re-education options for children who are at risk of school failure due to identified impairments. The aim of the bachelor thesis is to analyse the theoretical risk of learning disability in children with communication disorders. The proposal for speech therapy practice shows ways to develop the individual partial function deficits before the start of compulsory schooling or during the first year of primary school.

KEY WORDS

Partial function deficits, communication disorders, specific learning disabilities, method by B. Sindelar, preschool age